DOCUMENT RESUME

ED 176 025 CE 020 605

TITLE	Student Pre-Employment: Problem Areas and Assessment Instruments. Three.
INSTITUTION	"Today" Education Services, Delaware, Ohio.
PUB DATE	[76]
NOTE	30p.; For a related document see CE 020 604
AVAILABLE FROM	"Today" Educational Services, 192 Somerset Rd., Delaware, Ohio 43015 ($10.00 for set of five items; $8.50 for quantity orders)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Career Awareness; *Employment Problems; Job Search Methods; *Student Attitudes; *Student Needs; *Vocational Maturity; *Work Attitudes; *Youth Employment

ABSTRACT

This paper discusses problems that youth experience in seeking employment. Case histories are used to described the following problems: (1) unsuitable appearance; (2) negative attitudes; (3) poor attendance; (4) lack of punctuality; (5) unrealistic wage demands; (6) unrealistic expectations; (7) lack of knowledge of the job market; (8) lack of training; (9) unreliability; (10) falsification of information; (11) failure to apply for a job alone; and (12) failure to get along with others. The second section contains an outline that can be used to assess the need for school-based placement services and two separate assessment instruments. One instrument is designed for staff use and the other for student use. The instruments were designed to develop interest in placement services as well as identify areas in which both staff and students need more information. (BM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED176025

STUDENT PRE-EMPLOYMENT

Problem Areas and Assessment Instruments

CE 020 605

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Raymond A. Wasil

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

three

STUDENT PRE-EMPLOYMENT

Problem Areas and Assessment Instruments

This paper covers two major areas. The first section addresses itself to problems youth experience in seeking employment. The second section contains an outline that can be used to assess the need for school-based placement services and two separate assessement instruments; one is designed for staff use and the other for student use. The instruments were designed to develop interest in placement services as well as identify areas in which both staff and students need more information. They are included with this paper as possible aids to the reader.

Pre-Employment Preparation

Pre-employment preparation will receive the major emphasis as it is the least traditional in terms of counselor involvement.

A program of pre-employment preparation would include the following goals and outcomes:

* Improve student skills in the areas of seeking, obtaining and retaining employment.
* Provide pre-employment preparation that will assist students to bridge the gap between school and work.
* Increase student awareness of the community and its resources.
* Give students information and skills to allow them to operate in a competitive job market with a degree of confidence they formerly lacked.
* Utilize community resources and open lines of communication between the school and the community.
* Provide skills that will have a lifetime carryover.

Many youth face extreme difficulty in making the transition from the world of school to the world of work. In many cases the errors made by today's youth - even though glaring - are easily corrected once they are recognized. Because of inexperience and lack of adequate preparation, many of our young people are condemned to commit and recommit the same errors, only to face the constant frustration that results from repeated failure.

The remedy is simple: adequate pre-employment preparation. Knowledge of the facts and a recognition of the necessity to disseminate them to those who will benefit, will create in our youth AWARENESS of themselves and an AWARENESS of the realities of successfully competing in the world of work.

Based on experience in working with youth, the schools and employers, the following have been found to be the most common errors made by young job seekers:

1. Unsuitable appearance
2. Negative attitude
3. Poor attendance
4. Lack of punctuality
5. Unrealistic wage demands
6. Unrealistic expectations
7. Lack of knowledge
8. Lack of training
9. Unreliability
10. Falsification of information
11. Failure to apply alone
12. Failure to get along with others

The following case histories have been included as they most typify the points being made. The reader should do some preliminary thinking in terms of specific activities that could be used to correct these errors.

1. UNSUITABLE APPEARANCE

Many young people fail to see themselves as others might view them. This factor, combined with a growing tendency to "Do my own thing," results in many failures to "land that job." There is a need to create a sensitivity to the needs and desires of the employer.

Fred, an 18-year-old, failed to find employment as an auto mechanic until he realized that the employer didn't view his wearing of a big black hat pulled low over one eye as "cool."

Ben, 19, didn't find employment as an aluminum siding applicator while seeking work in a suit and tie. He did find success when dressed in "work" clothes.

Bob, an 18-year-old, couldn't see getting his long hair cut to get a factory job because "a lotta guys workin down there have hair longer than mine." He failed to realize that he must be hired by the personnel office and that their standards were different than those of the factory foremen.

Lori, 17, saw the interview situation as a threatening experience and tried to overcome her youthful appearance with clothes and makeup more suitable for "a lady of the evening." Once she was made to realize the real nature and purpose of the interview, her appearance changed and she found success.

If the applicant can be shown that the importance of knowing the nature of the job sought and the desires of the employer, many appearance problems will disappear.

2. NEGATIVE ATTITUDES

Attitude manifests itself in many ways, and many young people are totally unaware of the "signals" the prospective employers pick up. Youth should be

made to see that negative signals, as perceived by the employer, will not get positive results. Some of these signals are more subtle than others.

Floreen, a 17-year-old, went into a chicken carry-out to see about a job. The busy manager asked if she wanted a dinner or a snack. She replied, "I don't want no X#! chicken, I want a job!" She ended up without either. Frustrated by a long chain of rejections, she sought help and related this incident. She had no idea of the errors she had made until they were pointed out to her.

John, 18, was an affable young man who felt he could handle job interviews with confidence. However, he couldn't seem to land the job. His previous interviews indicated that he seemed all too eager to discuss the negative points of his previous employers, teachers, etc.

Wanda, a recent secretarial graduate, seemed eager and bright until faced with the interview situation, when she was overcome with reticence. When asked if she would like to tour the office of a large company during an interview, her response of "I don't care" was perceived as just that. In fact, in her response, acting out of fear, she was trying to say that she was willing to do anything requested.

Joan, a recent graduate, was informed by the employer that she was lackadaisical. She responded with "What's that mean?" When asked to look it up in the dictionary, the response was, "I don't care to know that much."

We all know of many other examples which point out the negative attitudes of today's youth, but this isn't the purpose of the examples cited. Too many young people unintentionally send negative signals and suffer for their ignorance, which stems from lack of information and preparation.

3. POOR ATTENDANCE

Many youth fail to see the importance of attendance while in school, and later suffer the consequences, after the damage has been done. A common reaction of the young is "when you're working, it's different --- somebody's payin' you for that."

When asked if there were any questions after a pre-employment clinic stressing attendance, one hand was raised. The question? "Can I get a day 'offa' school to look for a job?"

In another clinic, a young man said, "You mean if I go hunting, it's gonna count against me the same as if I were sick?"

In a study conducted by the Akron Area Personnel and Guidance Association, the unmistakable conclusion was reached that there is a correlation between school attendance and attendance on the job. A carryover exists after the young exit school.

Failure to comply with the employers' absence and sick leave procedures is one of the major causes of youthful employees being dismissed.

John, 18, high school dropout, was fired from a manufacturing concern for leaving during working hours without notifying the employer or punching out. He later claimed he had become ill and was afraid he would be refused permission to leave. He was denied consideration for reinstatement.

Far too many young people feel that only unexcused flicking absences count against them. Hunting trips, family emergencies, etc., are felt by them to be legitimate reasons for absence and are not to be counted against them. While the school is concerned with differentiating reasons for absence, THE EMPLOYER IS NOT.

4. LACK OF PUNCTUALITY

Sarah, dropout, had a job history that was spotty, at best. By special arrangement, an interview was scheduled with a sympathetic employer. Her arrival was two hours late. She hadn't called ahead or offered an excuse. She couldn't understand why she didn't get the job.

Tim, high school senior, had three study halls in a row in the mornings. Having an excellent academic record led Tim to believe that being in the first period study hall on time was not really necessary. A potential employer was anxious to interview him prior to graduation on the basis of his academic record. The much awaited interview had a dismal ending for Tim. He couldn't believe that his innocent but constant tardiness would eliminate him from the job he so badly wanted. It did.

It's hard for many young people to realize that mere minutes can mean so much. The importance of being there on time must be stressed. It begins at school.

5. UNREALISTIC WAGE DEMANDS

Many young people have an unrealistic concept of their monetary worth in the market place. As a result, many face long periods of unemployment.

Bob, 18, high school graduate, was interested in some type of apprenticeship, but was ineligible due to a number of factors, one of which was a poor academic record. He then decided that, "to make anything less than $4 an hour is a waste of my time." Bob is still unemployed.

Ken, 18, high school graduate, was still unemployed ten months after graduation. The lack of job skills combined with unrealistic wage demands guarantees a continuation on an unemployed status. Refusal to accept a minimum wage makes him further unemployable as employers question the long period without work history.

John, 18, high school graduate, would not take entry level employment, which his background and experience suited him for. He was holding out for a job on the loading docks, which in reality, was closed to him. The prospect of "Big Money" was too alluring to make him see his situation in a realistic light. "Man, why should I work for peanuts?"

The realization of one's worth in the market place is an important first step to successful job hunting.

6. UNREALISTIC EXPECTATIONS

Mary, 17, high school student, was unable to keep a job. She attributed her job hopping to the unreasonableness of employers. At the heart of the matter was her refusal to follow week-end work schedules which coincide with peak periods in the food industry. As she said, "You're only young once, and I am not giving up a big party or a date for some dreary job."

Craig, 18, high school graduate, landed a good job in a factory after he had been referred to a number of places. He claimed he was desperate for work and was willing to do anything. He quit after one week, saying the hours were too long, the work too hard. "Hey man, you gotta right to do a little living, too. I mean there's gotta be more to life than work, right?"

Examples of this kind are endless. Young people should be made aware of the realities of job situations.

Personal priorities should be tempered with reality.

7. LACK OF KNOWLEDGE OF THE JOB MARKET

Unemployment is often the result of ignorance of labor market facts. Too often, hearsay and rumor become the sources of information which young people act upon, to their detriment.

Tony and Fred, both graduates, had heard of the boom in construction in Florida. With visions of high paying construction jobs and "fun in the sun," they both headed south on borrowed money. Needless to say, they didn't find the pot of gold at the end of the rainbow. The resulting hardships they suffered could have been avoided had they checked reliable sources of information.

Lou, a graduate in a vocational welding program, spent his accumulated savings to finance his way to Alaska, where his fame and fortune would be found by working on the pipeline. A rude and costly awakening awaited him there.

Anita, 15, dropout, quit school in order to get a job and rent an apartment so she could live alone. Totally unaware of labor market facts regarding those fifteen years of age with her school record, she placed herself unnecessarily in an untenable position.

We owe it to our youth to inform them of the community resources that are available. Knowledge of where to get this type of information should be part of everyone's education.

8. LACK OF TRAINING

Lack of job skills can prevent a number of youthful applicants from finding employment

---

Lana, 18, high school graduate, was seeking an office job. After four months of hunting, she gave up. Her only office skill was the one year of personal typing she had in school. Her failure to assess her suitability to the job being sought caused her much frustration and resulted in a lack of employment.

Ed, 19, high school graduate, was still unemployed eight months after graduation. His hopes were pinned on an apprenticeship in the building trades. His lack of math skills prevented him passing entrance exams. Failure to take advantage of refresher courses in math offered between exams insures him of continual unemployment.

Shirley, 17, dropout, wants hospital work. When asked what type of work she expects to do, her reply was, "I don't know, just something in a hospital, but not a tray girl or anything like that." At the same time, she rejects any opportunities to finish high school in order to get advanced training.

Awareness of job requirements is a needed part of any pre-employment preparation.

9. UNRELIABILITY

The dropout, the job hopper, and those with dubious job histories fail to realize the impact of their past actions, as well as the meaning of those actions to prospective employers.

Melinda, high school senior, was a capable assembler when she was there. Her million and one excuses didn't impress an employer whose production schedule depended on knowing whether she would be at work on a given shift. Losing another job was the last thing she needed.

Kevin, graduate, had eleven jobs in six months. He had also changed residences eight times. His inability to find the twelfth job was a perplexity to him. Once he was made to see the value in building a stable job history in an entry level job, with the prospect of promotion based on ability, his attitude changed.

If we can show those with less desirable job histories how to build a positive image, we have created assets out of liabilities.

10. FALSIFICATION OF INFORMATION

A lesson to be learned by some young people, who tend to be geared to the NOW, is summed up best by the old addage, "The chickens come home to roost."

Lanny, a dropout, was given an administrative discharge for incorrigibility by the military service. He told the employer that he was released because they couldn't provide the guaranteed training. He was later dismissed from the job for lying on the application and not for the real reason for his discharge, which was of less importance to the employer than his ability to do the job.

Monte, a graduate, was dismissed from his place of employment when it was discovered he had failed to mention his previous involvement with the criminal justice system.

Doreen, 17-year-old dropout, got a factory job by stating she was 18 years of age on her application. Serious consequences developed when this was brought to light during a workmen's compensation investigation.

Honesty Is Still The Best Policy

11. FAILURE TO APPLY FOR A JOB ALONE

Phyllis, high school senior, was referred to an employer for an office position. Since the family car was in use, she asked some friends to take her to the interview. In her generosity, she asked them if they would be interested in applying as well. Needless to say, the employer was not prepared for the arrival of three applicants and felt that the easiest way to extricate himself from the awkward position he was now in was to reject all three.

Len, 18-year-old graduate, had heard of an opening at an auto service center. Telling his friends of the good news, they all decided to go together and apply. The service manager figured that hiring one would alienate the others and that hiring two would be unproductive. He didn't hire any of them.

The personnel officer of one corporation still talks about the time a much older applicant was discovered in the midst of a group of high school seniors who were being screened and processed for June hiring. It seems the "applicant" wasn't interested in employment, but was interested in the progress of her son, whom she had accompanied.

Always Apply For A Job Alone!

12. FAILURE TO GET ALONG WITH OTHERS

Jim, an 18-year-old drafting graduate, was hired before graduation, on the basis of his academic record. A follow-up after six months revealed he had been dismissed. The reason? His work was excellent, but his negative, surly attitude was a cause of constant disruption to those around him.

Wanda, a 17-year-old, was efficient as a cashier but lost two jobs within three months. While her work was good, her penchant for spreading gossip about fellow workers was a cause of constant concern to the employers. The simplest way to solve the problem was to get rid of her.

Fred, 19, admitted he had a problem holding jobs, and was sure he knew why. "It's plain bad luck. Every time I've run into a boss who hassles you for nothing." He couldn't see that he created the problem. Once he realized that all bosses weren't out to pick on him, he was ready to work on the solution --- HIM.

Attitudes play an important part in employability and are often the major deterrent to employment success. A program of pre-employment preparation should address itself to attitudes and their relationship to employment.

Employability attitutes ranked high by the employers include:

Integrity	Dependability	Reaction to mistakes
Initiative	Persistance	Reaction to co-workers
Loyalty	Time management	Concern for details
Communication	Time conformity	Attentiveness
Judgement	Reaction to supervision	Understanding of economic system

Throughout the pre-employment process, attitudes should be carefully examined and explored. Keep in mind that the employer is looking for someone who is perceived to have a positive attitude, realistic expectations and an ability to communicate those qualities to the employer. The latter involves not only basic language skills, but also an ability to apply them to the task of selling oneself to an employer.

A PRACTITIONERS POINT OF VIEW

Celeste Billhartz, a school-based placement specialist with many years in the public and private employment fields, writes the following:

PRE-EMPLOYMENT PREPARATION: MEETING EMPLOYER EXPECTATIONS

A successful job counseling program begins with an understanding and acceptance of employer expectations. An employer wants to see applicants who are mature, pleasant, well-groomed and eager to learn. The counselor and the students share the responsibility for meeting these expectations and the responsibility doesn't end with graduation from high school. College-bound graduates need pre-employment preparation as much as their job seeking chums. This need for job counseling college-bound students was clearly indicated to me when I took part in a panel discussion about careers at a fine liberal arts college in Ohio. The panel consisted of educators, business executives and employment counselors; all successful, impressive, burgeoning with statistics, salary projections, career plans and sophisticated sample resumes. The audience consisted of college seniors with majors in English and history - two popular fields of study. They were there to find out how to translate their college skills into the job market. My colleagues gave wonderful suggestions for utilizing the college placement office. what a superb resume looks like, where the money jobs are and all the necessary what-not-to-do's, based on their genuine concern for the students.

This paper is distributed by: Dr. Raymond A. Wasil, Director
Division of Guidance and Testing
65 South Front Street
Columbus, Ohio 43215
(614) 466-2103

OUTLINE FOR THE DEVELOPMENT OF A RATIONALE FOR SCHOOL-BASED PLACEMENT SERVICES

-Raymond A. Wasil

I. WHY IS THERE A NEED FOR SCHOOL-BASED PLACEMENT SERVICES?

A. Research of documentation of youth employment data in district.
B. Research and documentation of employer expectations and perceptions of youth.
C. Research and documentation of data relative to youth employment nationally and historically. Include legislation-national reports.

II. WHAT ARE SCHOOL-BASED PLACEMENT SERVICES?

A. Target population.
B. Purpose of services--employment - continuing education.
C. Who would be involved? How?
-Students
-Parents
-Educators
-Employers
-Labor Unions
-Professional Associations
-Community Groups
-School Board Members
-Advisory Committees
-Government Agencies
-Legislators
-Placement Agencies

III. HOW WOULD A PLACEMENT SERVICE HELP THE SCHOOL SYSTEM, YOUTH AND COMMUNITY IN TOTAL?

By
-bridging the gap between school and employers;
-providing input for program and curriculum design and redesign;
-developing positive public relations with communities;
-develop ties between education and career goals;
-helping in career planning and decision making.

IV. WHAT TYPES OF PLACEMENT SERVICES ARE CURRENTLY BEING PROVIDED?

A. Placement services currently being provided by school: via work - study - cooperative programs.
B. Services currently being provided by community agencies or service groups.
C. Success of current services.

V. WHAT FACILITIES AND STAFF WOULD BE NEEDED TO IMPLEMENT SERVICES?

A. Where activities would take place.
B. Staff involved. How involved?
C. Coordination within school system.

(OVER)

VI. COMPETENCIES OF STAFF

A. Working with school staff and students.
B. Working with community.

VII. AVAILABILITY OF SERVICES

A. Twelve-month basis.
B. In-school youth.
C. Graduates.
D. Part-time and full-time employment.

VIII. COORDINATION OF SERVICES

A. With in-school services in operation.
B. With community agencies and service groups.

IX. ACTIVITIES

A. In school.
B. In community.

Numerous questions need to be answered relative to the placement of individuals. Some of these questions are listed below, others remain to be identified.

1. How are vocational graduates being placed now?
2. Who helps them?
3. What services are there?
4. Which agencies provide what services?
5. Who can and are served by which agencies?
6. Which of the placement tasks are major functions of what agencies?
7. What do graduates need that they are not getting from the present agencies?
8. What student assessment techniques are used in placement services?
9. How does career planning fit into job placement?
10. How might the agencies cooperate?
11. What are the costs?
12. What difference does placement assistance make?
13. What pre-placement services are there? What should there be?
14. What do follow-up studies show about placement?
15. What kind of systems are necessary to provide comprehensive placement services?
16. How can agencies cooperate?
17. When should placement activities begin? End?

Many more questions should be identified which need sound answers before a comprehensive program of placement can be developed. Assuming placement services are necessary for persons of high school age through adulthood, concern only for initial placement is not sufficient, the system must provide for second, third, fourth, etc., placement if the needs of the individual are to be met.

OHIO DIVISION OF GUIDANCE AND TESTING

DATE _____

Pre ☐

Post ☒

Task/knowledge statements performed by individuals responsible for job placement services in a public school or community college.	I FEEL THAT: I am capable of performing this task without additional professional improvement.	I need additional professional improvement to effectively perform this task.	this task is not needed for an effective program of job placement services.
1. Develop and document a rationale for placement services for a local educational institution.			
2. Develop and made a presentation on the need for job placement services.			
3. Develop and implement a plan of delivery services for conducting a program of employability skill development and job placement.			
4. Organize and effectively use an advisory committee for job placement services.			
5. Interpret the legal implications of a job placement services program.			
6. Identify and collect data on students and employment opportunities for placement services.			
7. Compile and interpret data on students and employment opportunities.			
8. Identify and sequence activities for conducting job placement services.			
9. Identify and implement follow-up activities of placement services.			
10. Compile, interpret, and make recommendations on follow-up data.			

(OVER)

Task/knowledge statements performed by individuals responsible for job placement services in a public school or community college.	I FEEL THAT: I am capable of performing this task without additional professional improvement.	I need additional professional improvement to effectively perform this task.	this task is not needed for an effective program of job placement services.
11. Identify coordinating agencies i.e., Ohio Bureau of Employment Services, Ohio Bureau of Employment Rehabilitation, Educational Cooperative Training Programs (D.E., O.W.E., etc.).			
12. Describe operation and list location of agencies and contact persons.			
13. Describe rationale for utilization of community resources. Develop plan of action - techniques.			
14. Develop list of local community resources and contact persons.			
15. Develop plan of action for obtaining manpower needs and employment opportunities.			
16. Select data forms for collecting and reporting data and identify contact persons and/or positions.			
17. Design (plan and organize) a vocational guidance program for level (secondary or post-secondary) for which the participant has responsibility. The design should include all components to assist a student in career decision making, occupational preparation, and job placement.			
18. Develop a basic course guide (outline) for teaching employability skill development. The guide will include as a minimum instructional topics, references, media, a list of resource persons, and instructional strategies.			

Task/knowledge statements performed by individuals responsible for job placement services in a public school or community college.	I FEEL THAT: I am capable of performing this task without additional professional improvement.	I need additional professional improvement to effectively perform this task.	this task is not needed for an effective program of job placement services.
19. Develop a plan of action for scheduling of instruction during pre-employment laboratory training classes.			
20. Develop a rationale for collecting data and reporting for the purpose of curriculum modification or program design-redesign.			
21. Develop forms for compiling and reporting evaluation and accountability data.			

PLEASE PRINT

STAFF ASSESSMENT INSTRUMENT

Name _____

School _____

School Address _____

_____

_____

Telephone No. _____

Date _____

Instructions

Please fill in all sections of this instrument as completely and accurately as you can. Use either pen or pencil.

Staff Assessment Instrument

Multiple Choice

1. Information regarding minimum wage can be obtained from the:

   a. ___ State Vocational Employment Center
   b. ___ State Unemployment Office
   c. ___ State Employment Office

2. Students seeking employment in a factory would usually be required:

   a. ___ to have a birth certificate
   b. ___ to have a Social Security number
   c. ___ to have a copy of their school records

3. Students must be at least what age to get a work permit?

   a. ___ 18 years
   b. ___ 17 years
   c. ___ 16 years

4. Students would normally have to fill out a form when seeking employment. That form is a:

   a. ___ resume
   b. ___ application
   c. ___ workman's employment

5. Private employment agencies normally charge a fee for helping a person find employment. That fee is usually:

   a. ___ paid by the employer
   b. ___ paid by the person seeking work
   c. ___ split between a and b

True - False

	True	False
1. Most students seeking employment have to have a Social Security number.	___	___
2. Most students seeking employment have to have references to completely fill out an application form.	___	___
3. Transportation is normally a concern for students seeking employment.	___	___

True - False, contd.

	True	False
4. Students should be concerned about appearance when seeking employment.	___	___
5. Students need to have information regarding past work experiences to completely fill out an application form.	___	___

Who should help the students complete the following tasks?

Check one or more

	Teacher	Parent	Counselor
1. Determine need and readiness for work?			
2. Determine areas of interest.			
3. Obtain information on current occupational wage scales.			
4. Compile list of potential employers.			
5. Obtain information regarding employers' expectations.			
6. Determine methods of contacting employers.			
7. Prepare for interview.			
8. Obtain work permit (if underage).			
9. Decide on grooming.			

Please react to the following from your frame of reference.

	Yes	No
1. Can you easily keep track of many things?	___	___
2. Can you adjust to changes in the speed of doing things?	___	___

Please react to the following from your frame of reference, contd.

	Yes	No
3. Would you like a job where things are always changing?	___	___
4. Would you like to change from place to place as you work?	___	___
5. Can you easily move from one task to many different ones?	___	___

Laboring/Repetitious Tasks

6. Are you the type of person who does not mind things always being the same?	___	___
7. Can you stand to do the same thing over and over again (like running a machine)?	___	___
8. Do you like a regular routine which is mostly free from interruptions or unexpected happenings?	___	___
9. Would you like to have to keep up with workers on an assembly line?	___	___
10. Would you like to be paid on a piecework basis?	___	___

Work Quality

	Yes	No
11. Are you the type of person who does not mind taking orders from others?	___	___
12. Can you accept without question the directions and orders of bosses?	___	___
13. Are you the type of person who does not object to having your work closely checked and inspected?	___	___
14. Are you the type of person who tries very hard to get things right?	___	___
15. Do you like to be responsible for the quality of your work?	___	___

Service/People Related

	Yes	No
16. Would you like a job in which you have to give attention to people all day?	___	___
17. Do you like to be in the company of other people?	___	___
18. Are you the type of person who is not shy about meeting people and making friends?	___	___
19. Would you like to be in charge of a group of people?	___	___
20. Would you like a job in which people come to you for advice?	___	___

Please react to the following from your frame of reference, contd.

Problem Solving

	Yes	No
21. Are you the type of person who divides a problem into steps so you can figure out one step at a time?	___	___
22. Would you like a job in which decisions are made in line with present rules and regulations?	___	___
23. Are you the type of person who plans things in detail before doing them?	___	___
24. Do you like ideas to be clear and definite so you know exactly what is meant?	___	___
25. Do you like to stick to that which can be proved?	___	___

Work Attitude

	Yes	No
26. Are you prepared to alter your appearance and accept directions necessary to finding a job?	___	___
27. Are you willing to give up things you like to go to work?	___	___
28. Are you willing to start at the bottom and work your way up?	___	___
29. Have you clearly defined a short-term career objective?	___	___
30. Have you selected a career area or group of job choices that are acceptable to you?	___	___

Optional

Select three job categories in order of your preference. Rate them 1 - 2 - 3.

____ Assembly line work
____ General factory work
____ Bench work or machine shop production work
____ Stock clerk - customer carry-out service
____ Warehouse - packaging work
____ Outdoor labor or construction work
____ Driver or delivery helper
____ Cook
____ Dishwasher
____ Kitchen - food preparation
____ Typist

Optional, contd.

Select three job categories in order of your preference. Rate them 1 - 2 - 3, contd.

____ General office work
____ Bookkeeping - accounting
____ Secretarial work
____ In-store sales (hourly rate)
____ Outside sales (commission basis)
____ Customer service
____ Service station - automotive
____ Mechanical trades or repair
____ Janitor - maintenance work
____ Other - please specify:
____
____
____

Briefly describe why you have selected these areas.

_____

_____

_____

Can you see this staff assessment instrument being of value to students? ___Yes ___No

---

Please fill out this section from your perspective.

1. List similarities between school and work

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

2. List differences between school and work

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

Please fill out this section from your perspective, contd.

3. List most important traits for success on a job

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

4. List at least three main reasons for failure or non-success on a job

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

5. List at least three main reasons why people fail to get jobs

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

6. List at least three important traits for success on the job

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

Please fill out this section from your perspective, contd.

7. List at least three main reasons for failure to succeed on the job

a. _____

b. _____

c. _____

d. _____

e. _____

Finding a Job

8. List five sources for finding a job

a. _____

b. _____

c. _____

d. _____

e. _____

How to Apply for a Job

9. List five steps to take in applying for a job

a. _____

b. _____

c. _____

d. _____

e. _____

Filling out an Application

10. What are the most important steps in filling out an application?

a. _____

b. _____

c. _____

d. _____

e. _____

Please fill out this section from your perspective, contd.

The Interview

11. List at least two do's and dont's

a. _____

b. _____

c. _____

d. _____

e. _____

Follow-up

12. List at least three things you might do to follow up on a job interview

a. _____

b. _____

c. _____

d. _____

e. _____

13. Would the preceding 12 questions be of value in creating student awareness? ___Yes ___No

14. Why? _____

_____

Please respond: Yes No

1. Have you ever worked in an area outside of education for a period of

a. One year	___	___
b. Less than a year	___	___
c. More than one year	___	___
d. Two years or more	___	___

2. Have you ever filled out a

a. Resume	___	___
b. Application	___	___
c. Unemployment form	___	___

	Yes	No
3. Have you ever received any preparation in the area of pre-employment before you went out to seek work?	___	___
4. Do you feel that students seeking employment today have it rough finding a job?	___	___
5. Do you feel that the school has a responsibility for helping youth prepare to find employment or to reach personal career goals?	___	___